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ABSTRACT

This module on leadership and motivation is intended to explain the many aspects of both leadership and motivation and demonstrate how they relate to each other in a hospitality setting. The material is presented in a self-instructional format in four sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. Topics covered in four sections are as follows: (1) the motivation to work; (2) motivating staff; (3) developing and working with groups; and (4) leadership styles. (YLB)

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OPERATIONAL
MANAGEMENT
PROGRAMME

979 850

Supervisory Management
MODULE

LEADERSHIP
AND MOTIVATION

OPERATIONAL
MANAGEMENT
PROGRAMME

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LEADERSHIP AND MOTIVATION

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HOW TO USE THIS UNIT

The material in *Leadership and Motivation* is presented in a self-instructional format. It will take around 20 hours to work through, less if you are familiar with some of the areas it covers and have attended the supporting one-day HCTC course.

Leadership and Motivation is divided into four sections. At the start of each is a statement of the objectives you will be able to achieve as a result of working through the material that follows.

From time to time you will be asked to relate information given in the text to your own experience and knowledge. Space is provided below these activities for you to write your answers. Where appropriate, some suggested solutions are given on the following page.

You are recommended to read:

People and the Hotel and Catering Industry by Andrew Lockwood and Peter Jones, published by Holt, Rinehart and Winston, London, 1984, ISBN 0 03 910523 7

INTRODUCTION

In this self-study unit you will cover many aspects of both leadership and motivation, and see how they relate to each other.

In section 1, you are introduced to the factors which influence the motivation of staff at work. This will help you understand something about the way people are motivated, and it will give you a framework for thinking about your own staff.

The factors which motivate staff are both complex and varied, and require a repertoire of management actions. In section 2, you will consider the areas of activity for supervisors and managers which can help improve staff motivation.

But, of course, people at work are more than individuals – they are members of various teams and groups working together. Section 3 deals with those issues which particularly relate to group working and development of effective teams.

It considers why groups form and their characteristics, roles within groups, group effectiveness, inter-group relationships, and working with groups – meetings skills.

Section 4 considers how a leader should operate, given what we have learned about individuals and groups. The main theme of the section is that leadership styles can be varied and should be chosen to suit particular situations.

SECTION 1
The motivation to work

After completing this section you will be able to:

- state what is meant by motivation and why a manager needs to understand it
- identify what motivates you to work and apply this understanding to what motivates your staff to work
- identify some of the things which cause people to be satisfied at work, and those factors which cause dissatisfaction
- describe some differences which can affect individual's motivation to work.

What is meant by 'motivation', and why do you as a manager need to understand it?

To put it simply, motivation can be thought of as the driving force which causes people to behave in a certain way, and to pursue certain aims or goals. By understanding motivation, you can understand why people behave as they do. Motivation, therefore, gives the reasons for people's behaviour. A person may work hard, for example, for one, or more, of several reasons – to earn more money, to gain management approval, to win promotion, or for personal satisfaction. Behaviour itself does not explain what motivates a person.

All people at work – yourself, your staff, your colleagues, your managers – have motivations, needs which they need to satisfy. A manager or supervisor will get the best results from staff if work can be organised in such a way that people can satisfy their own needs while at the same time getting the job done.

Do you know what motivates your own staff?

This self-study unit cannot answer that question for you. But it can help you to understand something about the way people are motivated, and it will give you a framework for thinking about your own staff.

In the space below make a list of the factors which you think motivate your staff at work. Try to make the list as long as possible.

These are some of the factors you may have listed:

An enjoyable job	Good boss
Working with friends	Sense of achievement
Job security	Training
Pay	Meeting people
Working conditions	Challenging work

Any of these could be motivating factors for your staff, usually in combination. It is unlikely that a person would be motivated by only one factor but, at any given time, one need may be stronger than the others.

Return to your own list, add any new factors you may have thought of, and consider how strong each need is in relation to the others. Then make a new list of the factors in the space below, in their order of importance, with number 1 as the most important.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Now think about any difficulties you had in ranking your motivating factors. You probably had some difficulty because you know that different members of your staff are motivated in different ways. Pay may be the most important thing to one person, but a sense of achievement may be more important to another.

Therefore it is important to keep in mind that while there is a range of needs which all of us share in some degree, not every person has them all to the same extent, and the manager or supervisor must try to be aware of individual differences.

Let's look at the one individual about whom you know the most – yourself. The exercise overleaf asks you to think about what motivates you, personally, at work.

The grid opposite attempts to find out what motivates you most by comparing the strength of each of your needs (or motivating forces) against all the others.

Start on the first line of blank squares and work along it from left to right. Compare each of the factors listed on the top line with ***Pay*** *– which is shown in the second column from the right.*

You will note that each factor is given a number. So – the first square asks you to compare ***Effects of the job on your private life*** *(No.1) with* ***Pay*** *(No.12). If* ***Pay*** *is more of a motivating force to you than the* ***Effects of the job on your private life****, then enter 12 in the first square. If the other way round, enter 1.*

Then move to the next square and compare the importance of ***Pay*** *(No.12) with* ***Conditions of work*** *(No.2). If* ***Conditions of work*** *are more important than* ***Pay****, enter 2 in this square; if* ***Pay*** *is more important, enter 12.*

Complete this line up to ***Complexity of the job*** *(No.11), then go on to the second line and repeat the exercise, comparing each of the factors with* ***Effects of the job on your private life****, which is the factor in the second column from the right.*

Continue along each line in turn until the grid is complete.

To score, count up the number of times each motivating factor has been entered. So, to find the score for ***Pay*** *count up how many times you have entered 12. To find the score for* ***Security*** *count up how many times you have entered 7. To get the total for each factor you will need to check through the complete grid.*

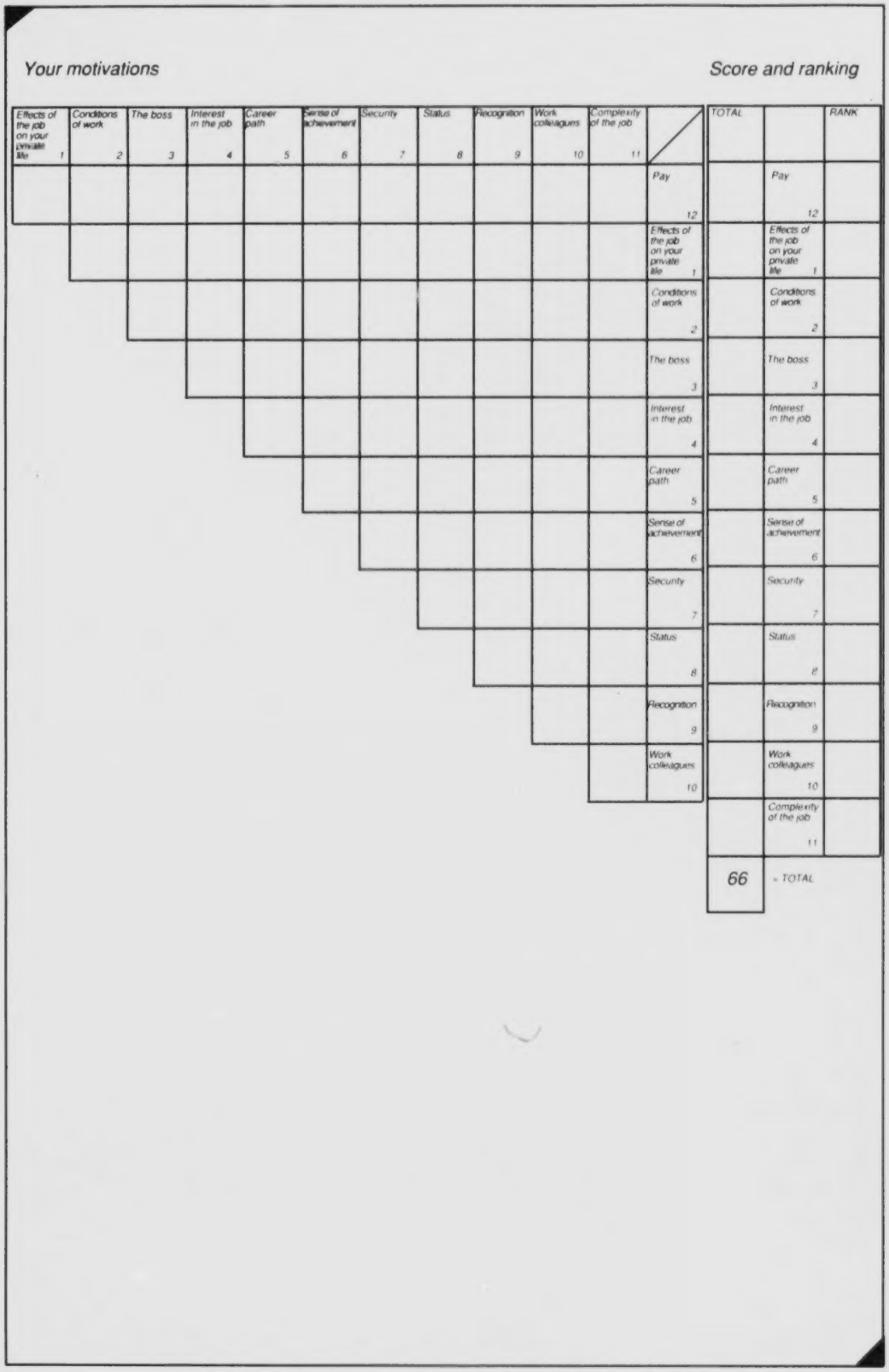
Enter each score in the column headed total (third column from the right). So, for example, if the number 12 occurs five times you would enter 5 in the total column against ***Pay****.*

When all the scores are added up they should come to a total of 66 – if not, check your figures.

Now, in the last column on the right – headed ***Rank*** *– place your scores in rank order. The factor appearing most often is ranked 1, the second most frequent is ranked 2, and so on. (If two factors occur equally often, give them the same ranking number. So if, for example,* ***Status*** *and* ***Security*** *are equal third, rank them both as 3, then rank the next factor as 5.)*

If you have difficulty in following the procedure, an example of a completed grid is given over the page.

Now look at the final result and consider what this tells you about what motivates you at work. Write down your conclusions and comments in the space at the foot of the grid.



Adapted with permission from *People and the Hotel and Catering Industry* by A. Lockwood and D. Jones, pages 52-53, published by Holt, Rinehart and Winston, 1984.

Effects of the job on your private life 1	Conditions of work 2	The boss 3	Interest in the job 4	Career path 5	Sense of achievement 6	Security 7	Status 8	Recognition 9	Work colleagues 10	Complexity of the job 11	/
1	12	12	4	5	6	7	12	12	12	11	Pay 12
	1	1	4	5	6	7	1	1	1	1	Effects of the job on your private life 1
		2	4	5	6	7	2	2	2	11	Conditions of work 2
			4	5	6	7	8	9	10	3	The boss 3
				4	6	7	4	4	4	4	Interest in the job 4
					6	7	5	5	5	5	Career path 5
						7	6	6	6	6	Sense of achievement 6
							7	7	7	7	Security 7
								9	8	8	Status 8
									9	9	Recognition 9
										10	Work colleagues 10

TOTAL		RANK
5	Pay 12	6
7	Effects of the job on your private life 1	5
4	Conditions of work 2	7
1	The boss 3	12
9	Interest in the job 4	3
8	Career path 5	4
10	Sense of achievement 6	2
11	Security 7	1
3	Status 8	9
4	Recognition 9	7
2	Work colleagues 10	10
2	Complexity of the job 11	10
66	= TOTAL	

The results from this exercise will tell you something about your own motivations as they are now.

It is important to remember that your ranking order could change with time. Motivation comes partly from each person's individual nature but also partly from circumstances. For example, a person who has recently married and become a parent may find that pay, effects of work on private life, and security are stronger motives than previously.

For this reason, a good knowledge of your staff will help you to understand what motivates them at any given time.

How closely does your personal ranking compare with what you noted as the probable motivation of your staff on pages 5 and 6? If it is very different, think about why this is so. Remember that – allowing for individual differences – we are talking about basic human motives which we all have in varying degrees. It is fatally easy, as a manager, to think that you are motivated by achievement and job interest and your staff are concerned about money.

Now let's look a bit more closely at these motivating factors. One thing we can learn is that motivation is complex. The old idea that people only work for money does not hold good. The person who comes to work is a whole person. Our needs and motivations are with us all the time, and we seek constantly to satisfy them. For example, a person with a strong social motivation – that is, a need to be with other people – will be badly motivated at work if his or her job is an isolated one.

Sometimes people will do a 'trade-off' and work in well-paid jobs which do not satisfy them, but they will still have other needs to be met – for status, recognition, interest, achievement, belonging. If these cannot be satisfied through the work, there are bound to be problems for the organisation. One problem is that – because money is the only reward they are getting – they will keep seeking higher pay, but will continue to be dissatisfied.

Pay is always important, at all levels of staff, but it is not the only motivating factor, and it is not effective as a substitute for other things.

All of us find that there are some things at work which cause us to feel good (satisfied), and some which cause us to feel bad (dissatisfied). Think back over the last few months, and note down briefly below any incidents at work which have made you feel good (satisfied) and others which have made you feel bad (dissatisfied). Try to find a few examples under each heading.

GOOD – satisfied

BAD – dissatisfied

What differences did you find between the things which made you feel satisfied and those which made you feel dissatisfied? You probably found that the *satisfiers* were things which were concerned with the job itself, with a sense of achievement, meeting a challenge, interesting work, recognition for work done, and so forth.

And you probably found that the *dissatisfiers* were concerned with the conditions or context of the job – with company policy, effects of the job on your private life, working conditions, administrative systems, and the like.

With this in mind, consider again the 12 factors you looked at in an attempt to find out what motivates you. Indicate with a tick below which category best suits each factor – SATISFIER or DISSATISFIER.

	SATISFIER	*DISSATISFIER*
1. Effects of job on private life		
2. Conditions of work		
3. The boss		
4. Interest in the job		
5. Career path		
6. Sense of achievement		
7. Security		
8. Status		
9. Recognition		
10. Work colleagues		
11. Complexity of the job		
12. Pay		

This is how the 12 factors might be broken down:

SATISFIERS	DISSATISFIERS
4. Interest in the job	1. Effects on private life
5. Career path	2. Conditions of work
6. Sense of achievement	3. The boss
9. Recognition	7. Security
	8. Status
	10. Work colleagues
	11. Complexity of the job
	12. Pay

Why is it important to consider the factors in this way?

Because attention to each category will have different results. Paying attention to the conditions and context of the job will *reduce dissatisfaction*, and will reduce the personnel problems which come from dissatisfied staff. But it will not motivate employees to work harder.

Attention to the *satisfiers* – that is, the content of the job – will result in positive motivation from the job itself, and may be expected to contribute to improved performance. Not all these factors will be totally under your control. You may be restricted by company policies, by the amount of money available for wages, and so forth, but the next section looks at what you, as manager or supervisor, can do to help create conditions which will motivate your staff to perform better.

But first let's look at another important aspect of motivation – the differences between individuals.

Individual differences

Up to now we have considered motivating factors which affect all of us in one degree or another. But no two people are exactly alike. Each person would have a different result on the grid which you completed on page 9. Therefore, while you can follow general principles for your staff as a whole, you will not motivate all of them in exactly the same way.

Consider now, two members of your staff whom you know to be different – perhaps different ages, opposite sex, different types of work. From what you know of them, try below to place the 12 factors in ranking order for each of them.

	Person A	*Person B*
1. Effects of job on private life		
2. Conditions of work		
3. The boss		
4. Interest in the job		
5. Career path		
6. Sense of achievement		
7. Security		
8. Status		
9. Recognition		
10. Work colleagues		
11. Complexity of the job		
12. Pay		

You probably found the last exercise difficult to do. It is always difficult to know other people's motivations, and you cannot be sure you are right, but the activity helps to highlight the way in which people vary. And if you found it very difficult, perhaps you should be getting to know your staff better.

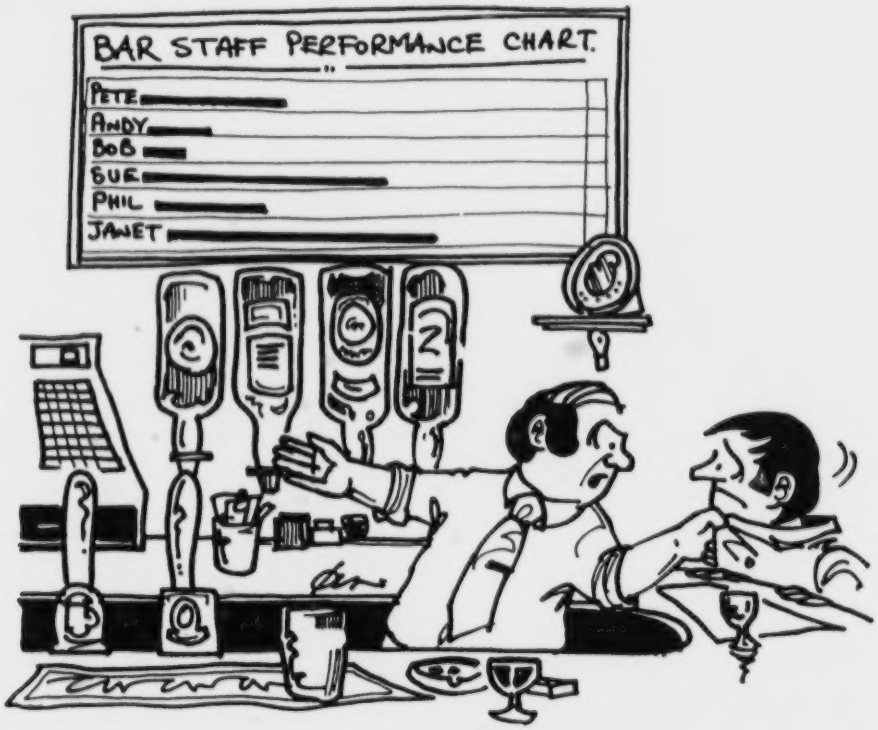
Here are a few points to bear in mind regarding individual differences.

- *Personal circumstances* may effect motivation. Family responsibilities, for example, may cause a person to be more concerned about pay, security, and effects on private life. And remember these circumstances can change.
- *Age* may have an effect. An older person is likely to be more concerned about security, for example, than a younger one. The younger person may place more value on a career path.
- Motivations are affected by *abilities*. People are generally fairly realistic about their abilities and shape their aspirations accordingly. The career path may be more important to the bright, able person who knows that he or she has the ability to get on.
- Regardless of age and circumstances, people have different *personalities*. Some will have more need than others for status and recognition, or a stronger need to work closely with other people. Some are more ambitious than others. You can only discover these things by getting to know your staff as well as possible.

And remember that these needs are relative and related to a person's level of work. If a counter assistant wants more interesting work, it doesn't mean that he or she wants the manager's job. The interest and the satisfaction are appropriate to the person and the level of work. Examples of this are dealt with in the next section, which deals with practical ways of increasing staff motivation.

Take a break now before you move on to that section.

SECTION 2
Motivating staff



After completing this section you will be able to:

- state the main two areas for activity for supervisors and managers which can help improve staff motivation
- take action to improve motivation in terms of maximising job satisfaction
- take action to minimise job dissatisfaction
- where appropriate, make recommendations to senior management for improving staff motivation.

We found in Section 1 that various conditions regarding the job had a beneficial effect on staff motivation, while certain other conditions had an adverse effect. This suggests that there are two areas of activity for supervisors and managers which can help improve staff motivation, or if neglected will lead to dissatisfaction.

1. *Influencing the job content (and, to some extent, the context) to maximise the effect of satisfiers.* Looking at the work each member of staff undertakes, in order to develop a greater interest in the job; introducing variety, giving training, encouraging staff to gain further skills and qualifications and, where practical, giving time off for external training, establishing a clear promotion route based on demonstrated ability, and giving staff feedback on their performance.

2. *Influencing the job context (and, to some extent, the content) to minimise the effect of dissatisfiers.* This means tackling the factors that surround the job: hours of work, shift arrangements, how the work is organised (in teams, or individuals on their own), roles of supervisor and boss, pay, bonus schemes, pension schemes, profit sharing, and so forth.

Not all the factors affecting motivation will necessarily be within your control. Each manager or supervisor will need to concentrate on those areas which she or he can influence.

Before we look at what steps you might take to improve motivation among your staff, try to make an assessment of the present position.

Taking your staff and your establishment as a whole, note down below some of the things affecting motivation, which you feel are good and not-so-good. Relate them to the 12 factors you worked with in Section 1.

JOB CONTENT

Satisfiers

JOB CONTEXT

Dissatisfiers

Whatever you have noted down will be particular to your own establishment at the present time. You may, for example, have noted some dissatisfiers in hours of work or shift arrangements; you may think there is scope for increasing interest and variety in some jobs, or providing more promotion opportunity.

This section looks at some of the practical, specific things you might do to improve motivation in the areas you have identified. We shall look at each of the 12 factors in turn, so that you can relate the suggested actions to areas you have picked out as needing attention.

SATISFIERS

Remember the factors we identified as *satisfiers* were:

- Interest in the job
- Career path
- Sense of achievement
- Recognition.

We shall now consider each of these and examine ways in which the manager or supervisor can help to maximise *job satisfaction*.

INTEREST IN THE JOB, AND SENSE OF ACHIEVEMENT

It is convenient to consider these two factors together because they involve us in similar actions. Because we are concerned here with the work itself we are looking now at the question of *job design*. Changes in job design can be broadly divided into two types:

Job enlargement Increasing the range of tasks that an employee carries out, without requiring changes in the level of skill involved.

Job enrichment Expanding the types of tasks the employee is expected to do, which require new skills.

Simply to develop increased *interest* in the job, job enlargement may be sufficient, and may indeed be all some employees want, but a *sense of achievement* and the need for *responsibility* will only be met by job enrichment.

(Job design is also dealt with in Section 4 of *Staff Retention*, a self-study unit in the *Personnel Management* module.)

Job enlargement

Generally speaking, this needs to involve a wider variety, or range, of tasks, if satisfaction is to be increased. For example, a waitress could have her job enlarged by being given more tables to serve, but this in itself would not make the job more interesting. However, she could be given additional tasks – say greeting customers and taking orders – tasks of a similar level of skill, but providing greater variety in the job.

Job rotation is a good way of enlarging jobs. So, for example, a counter assistant could sometimes act as cashier; or, in a table service situation, wine-serving staff and bar staff could sometimes serve food, and food-serving staff could work in the bar, or serving wine, or even in the kitchen.

Fast food operations

This sector of the hotel and catering industry has an almost unique approach to food service. It has applied the concept of the production line to preparing food and retails a 'product' as a shop might do, rather than serve food as in a restaurant. Thus a worker in a fast food store will have one or two specific tasks – toast buns, or fry chips, or grill burgers, or serve customers, and so on. Such tasks are very simple and very repetitive but are technically efficient, hence the concept of fast food. To overcome the inherent lack of job satisfaction in such work, a crew member in a fast food store is expected to become proficient in as many as six or seven different skills and may well do two or three of these in one shift.

Consider now whether there are any jobs in your establishment which, with training, could lend themselves to a system of job rotation. Note down below any such jobs which come to mind, and the tasks which could be rotated.

Remember that job rotation has an additional bonus, apart from increasing staff motivation. A flexible workforce is very useful in times of staff shortage, absenteeism, and peaks of activity.

JOB ENRICHMENT

This goes further than enlargement, in that it involves increasing the level of skills required, and in giving increased responsibility.

So, for example, in a restaurant, a higher level of skill would be required if guéridon service was introduced, and if dishes were cooked at the table. The level of responsibility of serving staff can be increased if each person is fully responsible for all aspects of service at his or her table. Sense of achievement is closely connected with doing a complete job, with having responsibility from start to finish. If someone else is involved – for example the restaurant manager taking the orders – the sense of responsibility and achievement is lessened.

The sense of achievement comes not merely from doing the job, but doing it well and successfully. Members of staff need clear targets and standards to work to – these may be standards of service quality, or cost limits, and so forth. And staff also need clear feedback on how well these standards are being maintained.

Think of the work of one of your members of staff. What changes might be made to enrich his or her job and so increase motivation? You might find if helpful to organise your thoughts under such headings as responsibility, involvement, communications, and job content/tasks.

These are some of the general points you might have mentioned:

1. Remove some controls while retaining accountability of individuals.
2. Increase the responsibility of individuals for their own work.
3. Give people a complete natural unit of work.
4. Grant additional authority to employees in their activity: job freedom.
5. Make periodic reports - for example, business results for the last month - available to all staff, not just to supervisors and management.
6. Introduce new and more difficult tasks not previously handled.
7. Assign individuals specific or specialised tasks, enabling them to become experts.

The suggestions given below for a pastry chef may give you some more ideas on what you can do to improve the content of jobs in your workplace in order to motivate staff and increase their job satisfaction.

RASHID PATEL: PASTRY CHEF

Responsibility/involvement

1. Give Rashid freedom to decide what sweets will go on the restaurant sweet trolley each day, within portion cost guidelines set by head chef.

2. Involve Rashid in menu planning for functions, and in revision of à la carte menu.

3. Rashid to prepare all orders for stores and suppliers, for authorisation by head chef.

4. Give Rashid responsibility for preparing standard recipes and costing individual dishes.

Communications

1. Include Rashid in circulation list of function bookings and business forecasts.

2. Copy food cost reports and food and beverage department management reports to Rashid.

Job content/tasks

1. Encourage Rashid to prepare more pastry and dessert products himself, rather than buying in ready-made products.

2. Include home-made petits fours on dinner menu, and for certain functions.

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A word of caution. Nothing in life is straightforward, and there is an important side-effect of job enlargement and job enrichment. Although either of these activities will tend to increase job satisfaction and hence motivation to work, it is also true that additional work and additional responsibility will often result in claims for additional pay. This is a valid claim; an enlarged job is more valuable to management, and pay implications should be foreseen at the outset.

RECOGNITION

Attention to this factor is well illustrated in the example of Rashid Patel. Rashid has been involved in menu planning, for example, and is receiving various reports relevant to his department.

Recognition is concerned with acknowledging people's achievement – not merely with praise, but by recognising their contribution in a practical way. A staff member experiences recognition when she or he is involved and consulted, is made to feel that her/his views and opinions count for something in the mind of supervisors and managers. The issues of consulting and involving staff are dealt with in more detail in Section 3.

Recognition is also experienced when success is noticed and acknowledged. The extract below follows on from that on page 23.

Fast food operations

In a fast food store the more skills that a worker acquires, the higher the level of pay and the greater the prospects for promotion to floor supervisor and store manager. During the week, most crew members will work on the counter thus promoting customer contact. Their individual sales records are monitored, so that stores identify the crew member of the month or the crew member who has achieved the highest turnover in a given sales period. Team identity and group cohesion is enhanced by all staff wearing the same uniform, but status is signified by the badges they may wear.

This example illustrates real recognition, in that the development of skill is rewarded and leads to increased promotion prospects. This is a tangible demonstration by management that skill is valued. Achievement is recognised by the monitoring of sales figures – but, of course, not all jobs offer such an easy measure of success. The badges help to develop a sense of status – lack of status is a dissatisfier. (A potential danger in this situation is that too much recognition of individual achievement will work against the development of team spirit. This issue is referred to again in the next section.)

CAREER PATH

Consideration of *career path*, our fourth *satisfier*, follows naturally from the fast food example. Career path is also closely related to *recognition*.

There is a basic motivational drive in many people for some form of *advancement*. This need not mean a planned career path in the full, formal sense, but at least the opportunity to progress, to move up one or two rungs of the ladder, to experience the sense of doing better. It is easy to see that this links to other factors. A need for more interest and responsibility, for example, would probably lead to a drive for promotion; higher status goes with a more senior post, as does higher pay. But the need for *advancement* does act as a motivator in itself.

Consider again your own establishment. What opportunities are provided for advancement? You might find it helpful to use the following questions to organise your thinking and to note where improvements could be considered.

- *What proportion of your present staff have been internally promoted?*

- *Is there a policy of internal promotion?*

- *Do you provide flexibility training – to make people better equipped for promotion? (As in the fast food example.)*

- *What is done to assess the promotion potential of your staff?*

- *Do you know what ambitions/aspirations your staff have for promotion or a career? Do you ever discuss this with them?*

Particularly in small establishments it can be difficult to provide a career path, but this last exercise will help you decide whether you are doing as much as you could.

DISSATISFIERS

The factors we identified as *dissatisfiers* were:

- Effects of the job on private life
- Conditions of work
- The boss
- Security
- Status
- Work colleagues
- Complexity of the job
- Pay

We shall now consider each of these and examine ways in which the manager or supervisor can help to *minimise dissatisfaction*.

EFFECTS OF THE JOB ON PRIVATE LIFE

Unwanted effects of the job on an employee's private life will result mainly from hours of work, shift systems and rotas. 'Unsocial hours' are, to some extent, almost inevitable in hotels, catering, leisure and tourism, and most people will appreciate this from the time of starting their employment.

It is the job of management to combine operational needs with the least disruptive work pattern.

A major factor in dissatisfaction is unexpected change, unforeseen requirements at short notice, which may interfere with planned social activities.

Consider the following questions regarding the way you approach this issue, and make notes on where you can take action to reduce causes of dissatisfaction.

1. Do you consider individual needs where possible – eg travel difficulties?

2. Do staff know of working arrangements as far ahead as possible?

3. Do you allow staff to have a say in how shifts and rotas are arranged?

4. Could you introduce different shift or rota systems?

5. Could you make more use of part-time staff?

6. Would this require a more flexible workforce?

7. Can you provide the training to develop flexibility?

CONDITIONS OF WORK AND COMPLEXITY OF THE JOB

We shall consider these two factors together because similar management approaches will affect both.

Conditions of work covers physical conditions and atmosphere – for example, extremes of heat, cold, humidity, noise, and also machinery and equipment. Equipment will cause dissatisfaction if it is not fully adequate for the job, or if it is not properly maintained and subject to breakdown.

Complexity of the job may also relate to equipment. Inadequate equipment makes a job needlessly difficult. Complexity is also affected by systems and working methods.

Now consider the seven questions which follow and note where there is scope for improving conditions in your own establishment.

1. Are there any parts of your establishment where the working conditions are unpleasant because of, for example: heat, cold, humidity, noise, tobacco smoke? Is there any way in which these conditions could be improved?

2. Are there any areas where staff find it difficult to work because of overcrowding, lack of space? What could be done about this?

3. Are you confident that accommodation for live-in staff is adequate? If not, what steps could be taken to improve it?

4. Are appliances/equipment generally in good order? If not, what should you be doing about this?

5. Do any staff suffer particular problems with customers – for instance offensive/drunken behaviour? What can be done to lessen this problem?

6. Do you consult staff on working methods and labour-saving appliances? (The person doing the job is generally the best judge of what would be helpful).

7. When the opportunity arises to change or refurbish, is full account taken of how changes will affect the staff doing the job?

THE BOSS

This term should be taken to mean management and supervision generally. A staff member's immediate superior is particularly important, but both managers and supervisors at certain levels may be operating within a general management style. We shall leave discussion on this important issue until Section 4 where we look in detail at leadership styles.

SECURITY

This factor can be interpreted in two ways. The most obvious one is in the material sense and is related to employment and personnel policies. A superannuation scheme, for example, is helpful, and so is a redundancy scheme. These are hard, practical issues, which cost money, and employees with family responsibilities, particularly if the general employment situation is not good, will place a high value on them.

There is also, however, an important psychological aspect. The provision of superannuation and redundancy pay says something important about management's attitude towards staff. The offer of redundancy pay, for example, may suggest that the company has confidence in its future, which would help to foster a feeling of security.

Openness is also a crucial factor. Employees feel insecure in an atmosphere of secrecy. It is helpful to give staff regular information about the business – its progress, and future developments. Staff will tend to feel insecure if they feel that management has something to hide. (This may be particularly important if the business is going through a difficult time.)

Employment policies also need to be considered. We considered this when we looked at *career path*. A policy of internal promotion will increase staff's sense of security.

Security is also enhanced by *group membership* – this is discussed more fully in Section 3.

Consider now the following questions in relation to your own establishment, and note where improvements could be made.

1. Is there a company: (a) superannuation scheme, (b) redundancy scheme, (c) sick pay scheme? If not, what case could you put to senior management for introducing any or all of these?

2. Do you make a practice of informing staff about the progress and development of the business? If not, how can you improve the flow of such information?

3. Are there any points that you made when thinking about career progression that you now feel could be enlarged upon in terms of providing job security (refer back to your answers to the questions on page 31)?

STATUS

The importance of status is sometimes undervalued. We speak of 'status symbols', suggesting that they are something rather trivial and empty. It is easy to laugh at other people's status symbols while still jealously guarding our own. However, a sense of status is important to people, and the lack of it will act as a dissatisfier.

The fast food example, given earlier in this section, illustrates how status can be conferred by the use of particular badges. Such schemes are simple and inexpensive but can make a considerable difference to the way people feel. Status is also, of course, linked with pay, and particularly with pay differentials, which are seen to reflect the relative status of different individuals or groups.

Status is also influenced by group membership, particularly by having a specific role within a group. This is discussed more fully in the next section.

Status is essentially concerned with visible things; a sense of status only comes when one is seen to have it – by colleagues or customers. Hence the value of, for example, badges, different uniforms, job titles. This is an area in which little things can mean a lot. It is, however, important that the outward signs reflect something real.

WORK COLLEAGUES

Relationships with colleagues are both important and complex and will, therefore, be fully considered in the next section, which deals with groups.

PAY

For many supervisors and managers, pay levels and payment systems will be controlled from above, perhaps by company policy away from their own establishment. If this is true in your workplace, your role may be to bring any problems or dissatisfaction to the attention of senior management, and to press for any claims or changes which you feel are justified.

In order not to operate as a dissatisfier, pay needs to be:

- adequate
- fair
- appropriate.

The question of whether it is *adequate* relates to the absolute amounts earned - whether these are sufficient for people to meet material needs and family responsibilities. This will be governed by the total money made available for wages and salaries. If this is insufficient there will be continuing dissatisfaction among staff, which will probably show itself in high labour turnover.

The other two factors are concerned more with how the money is allocated. *Fairness* is concerned with how it is allocated relatively, as between individuals or groups. The question of differentials is important – and links closely with the idea of status. It is very clear that many pay disputes are not about absolute amounts but about relative pay. A person in a highly skilled job will see it as *unfair* if this is not rewarded better than a lower skilled job.

Pay should also be seen to be *appropriate*. That is, it should relate to something which is valuable to management. So, for example, a bonus payment for high performance is likely to be seen as more appropriate than a bonus for long service.

Here are some questions to help you consider what problems or dissatisfaction is caused by the pay levels and payment systems in your establishment, and to note your thoughts on what improvements could be suggested to senior management.

1. Are your pay levels comparable with your competitors? If you do not know, how could you find out?

2. Could members of your staff get a similar job for better pay? Does this, in fact, happen?

3. Does your pay system provide adequate differentials to encourage progress and improvement?

4. Do you provide (a) paid holidays, (b) sick pay? If not, why not? How could these problems be overcome?

SUMMARY AND ACTION POINTS

To summarise this section: the factors which motivate staff are both complex and varied, and require a repertoire of management actions.

We could say that to motivate people means getting them to do what you want them to do because they want to do it. Attention to the following action guidelines will help you to give your staff the extra encouragement which will lead to better performance.

1. Wherever possible give staff a complete and interesting job.
2. Add as much variety as possible to the job.
3. Give individuals as much responsibility as is practicable.
4. Consult and involve staff in decisions about their jobs.
5. Provide prospects for personal growth and advancement.
6. Give staff the opportunity for training.
7. Set clear, well-defined targets and standards, and provide feedback on performance.
8. Have trust in staff and provide support and back-up when needed.
9. Develop teamwork and effective groups.
10. Operate fair reward systems.
11. Provide good working conditions and develop efficient operating practices.

SECTION 3
Developing and working with groups

After completing this section you will be able to:

- identify characteristics of groups and roles within groups
- recognise what contributes to group effectiveness
- decide on the most appropriate behaviours for handling group meetings.

Sections 1 and 2 dealt with individual motivations. But, of course, people at work are more than individuals – they are members of various teams and groups working together. This section deals with those issues which particularly relate to group working and development of effective teams. It is divided into five parts:

1. Why groups form and their characteristics
2. Roles within groups
3. Group effectiveness
4. Inter-group relationships
5. Working with groups – meetings skills

The five topics are closely inter-related, and we shall also find recurring links with Sections 1 and 2.

WHY GROUPS FORM AND THEIR CHARACTERISTICS

There are two basic reasons why groups form:

1. To serve the interests, and meet the needs of the members.

2. To achieve organisational purposes.

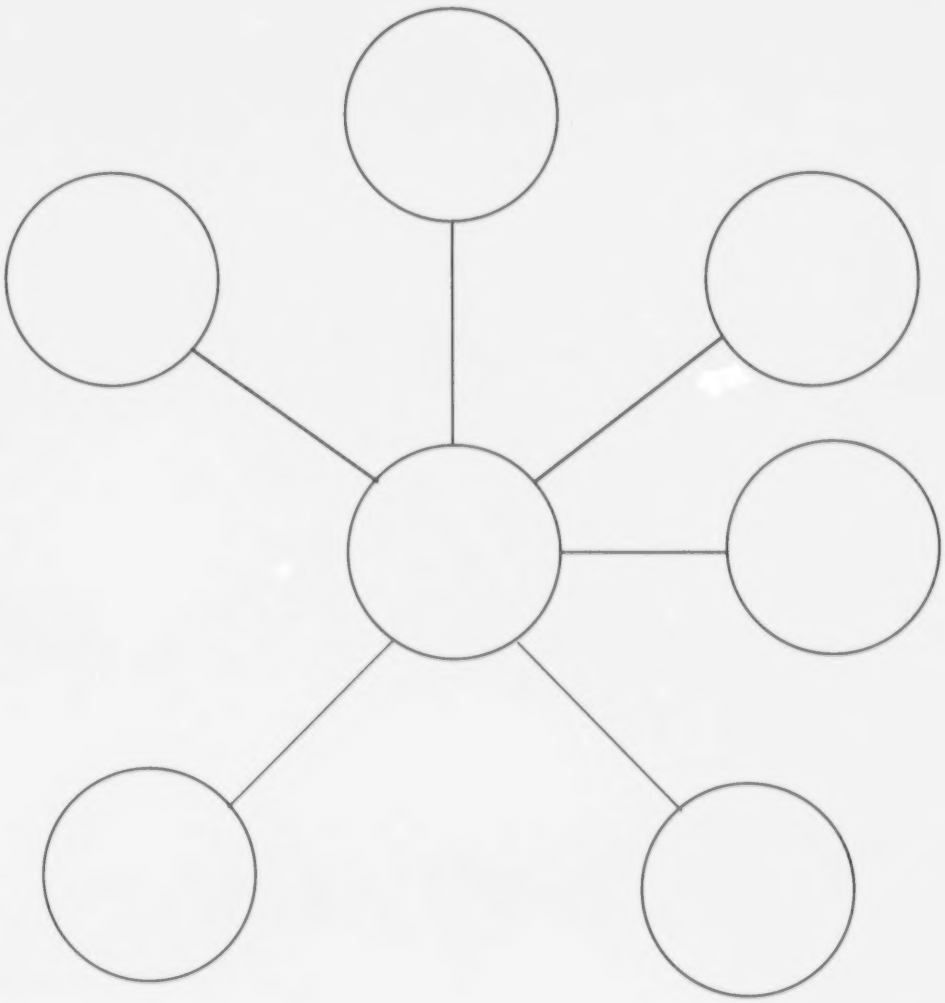
Many groups in the first category may be informal – these are social groups of various kinds, formed for company, companionship, security, and the like. We all belong to such groups, both at work and away from work.

Other groups in this category will be formal groups – clubs, associations, and so forth. Most people have experience of these, arising from personal interests. Examples would include sports clubs, hobbies groups – gardening club, amateur dramatic society, veteran car owners, and so on. The list is endless. Their common characteristic is that individuals join voluntarily and the groups exist to serve their members' interests.

Although most of these are 'non-work' groups, in which people participate in their private or leisure time, they have many of the same characteristics as work groups, and our experiences as members can teach us much about the way work groups function.

The second category consists of groups or teams which are formed at work because they are necessary in order to get the job done, and it is these we shall concentrate on in this section. Such a group might, for example, consist of a housekeeper, together with an assistant, several room attendants and cleaners, a linenkeeper, and a floor porter. This is a team of people who must work cohesively together to meet the housekeeping requirements of a hotel. In a restaurant, food-serving staff, wine-serving staff, and bar staff would constitute a functional group in a similar way, and the kitchen staff another functional group.

Consider how many groups you belong to, both at work and away from work. Think of yourself as the centre circle and write the names of the various groups in the outer circles, adding more circles if appropriate.



How easy did you find it to identify the groups you belong to at work? You may well have identified more than one. You may, for example, see yourself as part of the group which you supervise, but also as a member of the 'management team', especially if the latter group is recognised and has formal meetings. And your role will be different in different groups.

Arising from the previous exercise, consider now the groups to which you belong, both at work and away from work, and think about what they have in common. Apart from their specific activities – which will be different – what characteristics do they share? Write down as many as you can think of in the space below.

You may have come up with some or all of the following, which tend to be characteristics of groups generally.

Face to face interaction	In strong groups the amount of communication among members increases
Bonds of friendship	Groups help people to make friends
Shared values	People in groups often develop the same or similar beliefs
Group norms	There are agreed and accepted ways of behaving in the group
Status	People acquire status through group membership
Security	Groups offer people security and protection
Roles	People adopt specific group roles

Let's look a little more closely at each of these characteristics.

Face to face interaction

This will only exist at a significant level if the group remains below a certain size. A staff of 100 in a large hotel could be loosely thought of as a team, in that they are (hopefully) working towards common goals, but they would not constitute a single group in the present sense. The optimum size for group effectiveness is discussed a little later in the section.

Bonds of friendship

All groups will experience disagreements and, from time to time, conflict and animosity, but the general tendency is for friendships to develop within the group from the fact of co-operation and shared goals.

Shared values and group norms

These can refer to beliefs about the job or the organisation, to expected standards of work or levels of performance, and to the way the group itself operates and the way its members treat one another.

A cohesive and effective group will tend to develop strong norms, and there is always a degree of pressure on individual members to conform to the norms of the group. This may sometimes be overt and deliberate – group members making it clear to one of their number that his or her behaviour is not acceptable; or it may simply arise from the general feeling within the group, and the individual's need for acceptance and belonging. Individuals will also tend, over time to incorporate group norms into their own personal values. Group norms can be very powerful; this can be seen very dramatically in industrial disputes where the 'scab' or the 'blackleg' is the one who deviates from what the group expects.

As a manager or supervisor you should try to understand the norms of any groups for which you are responsible, because they will often help to explain group behaviour, and group pressure may well be the explanation for individual behaviour.

Strong group norms can have both advantages and disadvantages from the point of view of organisational effectiveness. Consider what you think each of these might be and note down your thoughts below.

ADVANTAGES OF STRONG GROUP NORMS

DISADVANTAGES OF STRONG GROUP NORMS

The following advantages and disadvantages are generally experienced.

ADVANTAGES

- Development of common standards of behaviour, attitudes, dress, and so forth.
- Improved communication within the team.
- Greater productivity and co-operation within the team.
- More loyalty to the team and to its objectives.
- Development of a strong sense of group identity.
- Membership of the group becomes important and so the group remains together.
- Group members can adopt clearly defined roles.

DISADVANTAGES

- Norms may develop which are below standard, for example, on quality, service, punctuality.
- Attitude norms may develop which are unhelpful to management.
- Hostility to other groups may develop.
- There may be hostility to new group members.
- Resistance to change is likely to be strong, unless it is initiated by the group.
- The group will seek to perpetuate its own existence.

Continuing our look at characteristics of groups.

Status

Group membership tends to confer a sense of status to members. This is particularly true if the group is effective and is seen to be so.

Security

A sense of security is likewise developed. In times of difficulty members can help one another and problems can be tackled jointly. There is a sense of continuing support from fellow group members.

Roles

The question of group roles is an important one which is dealt with separately in the next part of this section.

ROLES WITHIN GROUPS

It is a feature of groups that the members tend to adopt certain roles. Who fills which role will depend partly on individual personality and partly on knowledge and experience of the matter in hand. There is no reason why one person should not fill more than one role, and some roles may be duplicated. An effective group needs certain roles to be discharged in one way or another and if the balance of roles is not right, or crucial ones are missing, effectiveness will be impaired.

The roles of group members can usefully be considered under two headings:

- *Task roles* – concerned specifically with the job which has to be done – the work objectives of the group.
- *Group roles* – concerned with the maintenance of cohesiveness and harmony within the group – they may be seen as social roles.

From your own experience of working in groups of all kinds, what do you think are the main roles which are filled by group members. Note down in the space below as many as you can think of.

TASK ROLES

GROUP ROLES

Perhaps these are some of the roles you thought of:

TASK ROLES

Leader (formal)

Technical expert

Ideas provider

Critic/Logical thinker

GROUP ROLES

Leader (informal)

Helper/Supporter

Comedian

Deviant/Devil's advocate

These are all roles which are commonly found in groups and which contribute to group effectiveness. We shall look in a little more detail at each in turn.

Task roles

Leader (formal) This person is the appointed leader, usually a supervisor or manager, that is, a person of seniority. The leader is responsible for ensuring that the group accomplishes its tasks and we shall look more closely at this role.

Technical expert This role may be occupied by different people at different times, depending on the particular task and who has specialist knowledge or experience in that area.

Ideas provider Someone in the group needs to initiate, to propose, to introduce new ideas, otherwise the group will not progress. Such ideas may often be no more than starting points which need developing and working on, but their supply is essential.

Critic/Logical thinker A very cohesive group can easily become over-enthusiastic about a new idea, without giving it sufficient thought. It is useful to have someone who will bring the group 'down to earth' and make sure that all ideas are thoroughly worked through.

Group roles

Leader (informal) When the formal, appointed leader is a senior person in the organisation, the group will often contain an informal leader as well – not appointed, but recognised by the other members and able to exercise influence within the group. The informal leader is likely to act as spokesperson for the group when there is a common viewpoint to be expressed to the formal leader. He or she will tend to take the principal responsibility for maintaining the cohesiveness of the group, smoothing interpersonal differences, and so forth.

Helper/Supporter Groups often have a person who provides a sympathetic ear, or a shoulder to cry on; a kindly old uncle or a mother hen. This can be a necessary role and is often filled by someone other than the informal leader.

Comedian Many groups have one person who can be a willing butt for other members' jokes and can be light-heartedly made a scapegoat for things which go wrong. It is a very useful role for relieving tension, but it cannot be imposed on the wrong person.

Deviant/Devil's advocate This is the person who is awkward, does not go along with group decisions, challenges. The role can only be pushed so far, otherwise the person finds him or herself outside the group norms. To a degree, however, it is a valuable group role; it has the effect of drawing the other members together, reminding them of shared values, and increasing group cohesiveness.

All of us who have experience working in groups will recognise most of these roles. But they are not totally distinct. One person may fill two roles in a particular group; for example the technical expert may also be the helper/supporter. And roles may be duplicated; there is no reason why there should not be two technical experts. And not everybody needs to have a clearly identifiable role in this way; some people will just be group members, and no less valuable for that.

In an effective group each person should be contributing to both the accomplishment of the task and the maintenance of the group.

Let us now look, then, at what makes an effective group.

GROUP EFFECTIVENESS

An effective group may be defined as one which achieves its objectives in the minimum time and with the minimum cost. If it also does so without aggravation or bloodshed this is all to the good.

In this part of the section we are going to consider what makes an effective group. What do you think? From your experiences to date, work through the exercise on the next page, looking at effectiveness characteristics.

1. Think back over your career and identify the most effective work group with which you have been involved (either as leader or member). Then identify the least effective work group. Briefly describe these groups below. Outline their nature and purpose.

MOST EFFECTIVE WORK GROUP

LEAST EFFECTIVE WORK GROUP

2. Taking your most effective work group, try to identify the characteristics of the group that made it so effective. Be as specific as possible.

3. Now, taking your least effective work group, identify those characteristics that made it so. Again, be as specific as possible.

Features of effective groups

Not all effective groups function well for exactly the same reasons, but the following are all features which are likely to contribute to effectiveness. If a group is not functioning well the cause may lie in one of these features.

1. Strong leader Weak leadership almost inevitably produces a poor group. But strong need not mean autocratic or bossy. This issue is dealt with in detail in the next section.

2. Flexible leader An effective leader is one who fills the leadership role, but not necessarily in any particular way, adapting to circumstances.

3. Clear objectives If group goals are not clear, members' efforts will be dissipated, and task cohesiveness will be lost. A good leader sets – or enables the group to set – clear objectives.

4. Group size An effective group can be very small, but not very big. If it is too big it will either fragment into more than one group, or it will operate with a 'core' of influential members and a group of 'outsiders' who do not really participate. There is no absolute right number, but anything into double figures could begin to cause problems. If you have big working groups you should look to break them down into smaller ones, rather than let this happen randomly.

5. Balance of roles A good balance of the roles considered earlier will contribute to effectiveness.

6. Strong norms As we saw earlier, these are likely to be a key feature in effective groups. (We also saw their disadvantages and it would not be altogether surprising if your experience of an ineffective group was also one with strong norms.)

8. Tolerance Groups will have some members who deviate and tend to have different values. Tolerance is important if friction is not to develop. If norms grow too strong the group may become intolerant.

9. Communications Work circumstances will make communication more or less easy. To function effectively as a group, members must have sufficient interaction and opportunity for exchange and discussion. If this does not occur naturally, then other special meeting opportunities will need to be arranged, or the composition of the group reconsidered.

10. Group reward system Individual incentives can set group members in competition with one another. If possible the system should provide rewards related to the overall achievement of the group.

11. Age of group Groups take time to become effective. There are stages on the path to effectiveness, which we shall consider shortly.

12. Continuity Frequent changes in group membership will make cohesiveness hard to attain. An effective group is likely to have a stable membership over a period of time.

Stages towards effectiveness

A newly-formed group does not immediately become effective. The supervisor or manager leading a group should be aware of the stage which has been reached. A typical progression has been described as consisting of four stages.

1. Forming 'Getting to know you'; group members learning about one another, about the task, and what is expected of them.

2. Storming Possible conflict and difficulty if there are differences in personalities, or objections to the task or to the leader.

3. Norming The development of group cohesion, where conflicts are patched up, and group norms become established. Mutual support begins to develop.

4. Performing The group begins to function effectively. Relationships become settled and energy is directed to the task in hand. This is where full effectiveness is reached.

With a newly-formed group the leader should be conscious of the necessity for these stages, and should aim to pilot the group through them as quickly and painlessly as possible.

It is worth noting that a newcomer to a group will probably have to go through a similar series of stages before being fully accepted. Also, any major change in the composition of the group membership will cause the group to revert, in some degree, to earlier stages.

Up to this point we have been concerned with what happens *within* groups. We shall now look at what happens *between* groups.

INTER-GROUP RELATIONSHIPS

To some extent groups work independently of one another. In a hotel, for example, a small group of clerical staff doing invoicing, accounts, payments, acknowledgements, and so forth, would have very little direct contact with, say, the kitchen staff, who would form another group, and it would be of little concern to anybody how, or whether, they got on together. On the other hand, the kitchen staff may have considerable interaction with the serving staff, who form yet a third group, and it is important that they co-operate effectively to provide good customer service. If these two groups have a running feud there is a serious management problem.

So we must consider why it is that groups sometimes do not co-operate well, what are the consequences, and what can be done about it.

Consider your own establishment, and others you have worked in. Are there, or have there been, problems of groups failing to co-operate successfully? What reasons would you suggest for this, and what were the effects? Note down your answers below.

FACTORS CAUSING PROBLEMS OF INTER-GROUP RELATIONSHIPS

CONSEQUENCES OF POOR RELATIONSHIPS BETWEEN GROUPS

FACTORS CAUSING PROBLEMS OF INTER-GROUP RELATIONSHIPS

- Strong norms and group cohesiveness lead to exaggerated group loyalty.
- Lack of communication. One group fails to understand the functions and needs of another.
- Lack of management information about each group's organisational role.
- Mistrust/suspicion. A group sees another as being, in some way, a competitor or a threat.
- Jealousy. A group does not want to be surpassed in prestige and status.

CONSEQUENCES OF POOR RELATIONSHIPS BETWEEN GROUPS

- Failure to provide help or information needed by another group.
- Actively obstructing the work of another group.
- A further strengthening of group norms and cohesion – thereby perpetuating or worsening the problem.
- Energies are devoted to achieving group success and maintaining solidarity, and away from organisational objectives.
- Each group defends its own territory. Work organisation becomes rigid and difficult to change.
- In a group which feels it is 'losing', tension and disagreement will increase, causing a loss in effectiveness.

All these factors will work against general organisational effectiveness, cause problems for supervision and management, and will sometimes be visible to customers. They also have a tendency, once started, to get worse.'

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What do you think management should do to develop better co-operation between groups and prevent, or minimise, the sort of problems we have just discussed? Note down your answers in the space below.

It is important for managers to recognise that they are handling a dilemma. We have seen earlier that effective groups generally have strong norms and strong group loyalties among members. It is, however, these very features which potentially cause inter-group problems.

The manager should concentrate on:

1. Communication

- emphasising to all groups their role in the organisation and their organisational objectives
- providing information about the work of other groups.

2. Cross-group membership

Supervisors, for example, as formal leaders of different groups, could be formed into a 'supervisory group', with regular meetings, to discuss common goals and problems. This would help to reduce mistrust and uninformed stereotyping, and will increase understanding. The supervisors will develop a loyalty to this group also, and inter-group co-operation can become one of its norms.

3. Group leadership

Much depends on the formal leader. He or she should have a wider perspective than other group members, and a good leader will work to develop inter-group co-operation.

WORKING WITH GROUPS – MEETINGS SKILLS

The last part of this section deals with the handling of groups in a structured, rather than day-to-day, situation. An example would be the manager who has a regular meeting with assistants and supervisors, or the supervisor who from time to time gets his or her team together to discuss and solve problems. The first rule about meetings is that they should be held when necessary, but no more often than necessary. A problem involving a number of people, for example, may demand a meeting, particularly if there are conflicting views and interest; on the other hand, routine meetings with no real purpose are frustrating and time-wasting.

All of us have attended meetings – perhaps too many – and many of us have had to conduct meetings. From your own experience, note down below the factors which you think are necessary to make an effective meeting.

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You probably came up with quite a number of points. We shall look at a list of 12 which cover most of the main features necessary for effectiveness. (The writing of agendas, minutes, and the more formal terminology that is sometimes used in meetings are covered in the companion self-study unit *Communications*.)

1. Participants

Effective meetings should be small(ish). More than 8 to 10 people will tend to make things difficult. Participants should have a reason for being there, and there should be some 'commonality' in the group. For instance, all participants:

- are members of the same work group
- have an interest in a particular problem
- are of the same or similar management level.

2. Location and timing

Circumstances may dictate, but make an effort to choose somewhere comfortable (for example, enough room for everybody to sit down), and try to avoid very inconvenient times (which would be a dissatisfier – remember?). It is also advisable to decide beforehand, and tell people, how long the meeting will last.

3. Purpose and agenda

Be clear about what the meeting is for. Is it to provide information, to resolve a problem, to make a decision? Or more than one of these? Construct the agenda to cover the necessary ground, and don't try to do too much at once.

4. Preparation

As the leader, you may need to obtain some information to pass on, it may be useful to have a few facts on paper to hand out. Will you need, say, a flip-chart? Respect for the leader is undermined if he or she comes badly prepared.

5. Leadership style

This is dealt with in depth in the next Section 4. It applies to both structured meetings and day-to-day management.

6. Involvement

Ensure that participants participate. You need feedback on people's views, and you need ideas and suggestions. Don't let one or two dominant members control the meeting.

7. Relevance

Most meetings at some point tend to drift off-course. Keep the purpose firmly in mind and make people stick to the agenda. Ramblings waste time and irritate people.

8. Clarity

It is crucial that everybody understands what is going on, what has been said. Make periodic checks – by asking questions – and summarise from time to time, especially when coming up to a decision point.

9. Information

As the leader you may be the main provider of information which is not in the possession of other members; or perhaps a particular participant may have key information which the others need. Make sure participants have all necessary information. People will be justifiably annoyed if they find they have made a decision without having all the relevant facts.

10. Conflict

Sometimes there will be conflicting views. Genuine conflict should never be suppressed. It is best to have all views out in the open. Provided it is dealt with honestly, conflict can often be resolved by communication, discussion, negotiation. If it is ignored it will fester.

11. Disorder

This is, fortunately, rare but sometimes occurs in a mild form when participants become ill-tempered, insist on pursuing irrelevances, or repeatedly interrupt others. It is mainly a question of good manners. As the leader you must be firm from the outset. If you let things drift you will find it hard to recover.

12. Decision-making

The meeting may – although not necessarily – end with a decision. The ideal decision is reached by consensus because then participants will feel committed to it and will be more likely to act on it. In the absence of a consensus the leader has certain options:

- to impose a decision personally. This is perfectly legitimate for a senior person, and may be necessary
- to take a vote. Some matters are important to the members and of little concern to the leader – for example, no-smoking areas in the workplace – and there would be little point in the leader imposing his or her view
- postponing the decision. This is not always possible, but sometimes a non-urgent decision can be left over to another meeting when, perhaps more information may be available. How the final decision is made is a matter of leadership style, which is the subject of the next section.

Now have a look at this questionnaire. Think about any meetings where you act as leader, and consider how well you are doing. If you are honest with yourself you will get some pointers to where you could improve. (If you feel really confident you could give the questionnaire to participants to complete.)

	Yes	No
1. *An agenda is always prepared before the meeting*		
2. *Participants have an opportunity to contribute to the agenda*		
3. *Accommodation is comfortable and facilities adequate*		
4. *Meetings start and finish on time*		
5. *Any information required is made available*		
6. *Everyone has an opportunity to present his/her point of view*		
7. *No-one is allowed to dominate the discussion*		
8. *Irrelevant discussion and comment is ruled out*		
9. *There are periodic summaries during the meeting*		
10. *Everyone can contribute to the decision-making*		
11. *Every effort is made to reach a consensus*		
12. *The outcome of decisions is followed up and reported to the next meeting*		

Now have a break before starting the final section of *Leadership and Motivation*.

SECTION 4
Leadership styles

After completing this section you will be able to:

identify the main functions of a leader

recognise your own leadership style and assess how appropriate it is for getting the job done

decide what particular style of leadership would be appropriate in different work situations.

LEADERSHIP AND MOTIVATION

In this section we shall consider how a leader should operate, given what we have learned about individuals and groups. The main theme of the section is that leadership styles can be varied and should be chosen to suit particular situations. The section is divided into five parts:

1. What is a leader?
2. The leadership role
3. Situational leadership
4. Leadership styles
5. Case study exercises.

But, first, consider your own present style of leadership. In the space below describe the style of approach you mostly use to lead or manage your staff. Later you will be able to compare this with other styles of leadership.

WHAT IS A LEADER?

Leadership can mean several different things.

- Generally speaking, within the work situation, a leader is someone who occupies a particular position in the organisation: for example, a hotel manager, the head waiter in a restaurant, a floor housekeeper, the kitchen superintendent in a hospital.
- A leader may be someone who is recognised by those concerned as being the focus of a group: for example, the member of staff selected to represent other staff on a social committee.
- As we saw in Section 3, on groups, an organisation also contains informal leaders, who exercise influence without occupying positions of formal authority.

In this section we shall be mainly concerned with the formal leader – the manager or supervisor who has a leadership role because of her or his position in the organisation.

THE LEADERSHIP ROLE

There are many things which all leaders must do, regardless of the style they adopt.

Note down below as many activities as you can think of which seem to form part of the leader's role.

You should have had quite a long list.

We are going to suggest that these activities can be usefully considered under three headings, and to show how these three interrelate.

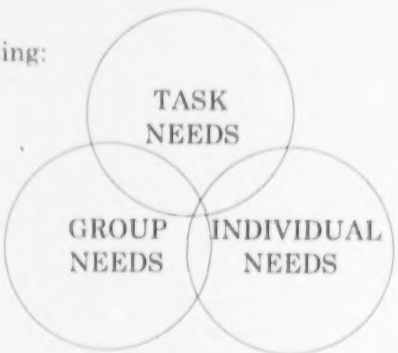
The leader is concerned with managing three types of need:

Task needs What needs to be done to ensure that the group's task is effectively completed.

Group needs What needs to be done to maintain the cohesiveness and effectiveness of the group (considered in Section 3).

Individual needs What needs to be done to motivate individuals in the group (considered in Section 2).

These needs can be shown as interacting:



The needs are not independent. So that, for example, if a leader acts to strengthen the group, this will probably make individuals more confident and help the effective completion of the task. Conversely, if the leader ignores one of the three needs, the other two will not be fully met. If you cover over one of the three circles there is a segment missing from each of the other two.

Look back now at the activities you listed on page 74 and consider which of these might relate to each of the three needs. Make a brief note against each one.

Perhaps your list looks something like this:

TASK NEEDS/LEADERSHIP FUNCTIONS

Defining the task and its objectives
Making a plan
Allocating work and providing resources
Allocating responsibilities
Controlling quality and tempo of work
Checking performance against the plan
Evaluating results and adjusting the plan

GROUP NEEDS/LEADERSHIP FUNCTIONS

Setting, agreeing, and maintaining standards
Maintaining discipline
Involving group in achievement of objectives
Encouraging, motivating, giving a sense of purpose
Ensuring communication within the group
Training the group

INDIVIDUAL NEEDS/LEADERSHIP FUNCTIONS

Attending to personal problems
Providing status and recognition
Ensuring the opportunity to contribute
Recognising individual abilities
Training the individual

A way of looking at these leadership functions and how they relate to task, group, and individual needs is illustrated below.

	KEY FUNCTIONS	TASK	TEAM	INDIVIDUAL
COMMUNICATION	DEFINE OBJECTIVES	Identify task and constraints	Involve team Share commitment	Clarify aims Gain acceptance
	PLAN ORGANISE	Establish priorities Check resources	Consult Agree standards	Assess skills Set targets
	INFORM CONFIRM	Brief group and check understanding	Answer questions Obtain feedback Encourage ideas/ actions	Advise Listen Enthuse
	SUPPORT MONITOR	Report progress Maintain standards Discipline	Co-ordinate Reconcile conflict Develop suggestions	Assist/reassure Recognise effort Counsel
	EVALUATE	Summarise progress Review objectives Re-plan if necessary	Recognise success Learn from failure	Assess performance Appraise Guide and train

SITUATIONAL LEADERSHIP

So far we have looked at *what* the leader must do. Now we shall consider questions of *how* it should be done.

It is generally agreed that no one style of leadership is appropriate for all situations. It is also generally accepted that people have, or can develop, the ability to use different leadership styles. What, then, are the factors in a situation which govern the style of leadership to be used? We can group them under four main headings:

1. Nature of the task

If we take extreme examples it is clear that different situations make different demands. In the event of an accident, for example, or other emergency, it is essential that someone firmly takes charge and positively directs operations. If a chef has stabbed himself severely with a carving knife, it is not appropriate to call a meeting of kitchen staff and discuss what to do. On the other hand, if a decision has to be made regarding changes to work rotas, which will affect people individually, then meeting to discuss the matter would be exactly the thing to do.

The difference is that in the first instance the needs of the TASK have to be given priority, and in the second example the needs of the GROUP and, perhaps particularly, INDIVIDUALS must have high priority.

2. The group

The nature of the group or team will influence the leadership style required. The main factors to be taken into account are:

- the skills and experience within the group. It may be that an inexperienced group cannot contribute a great deal to decision-making and task planning and may need a more directive approach
- the maturity of the group. A stable, well established group will probably have strong norms and high cohesiveness, and it will probably be necessary to employ a group-centred approach
- the expectations of the group. A group which has been used to a particular style of leadership may not take kindly to a change.

3. Time constraints

Consultation and group decision-making take time. If a task has to be completed urgently it may be necessary to adopt a directive approach.

4. Organisational climate

As a manager or supervisor you will generally be operating within an overall style of management, which is accepted and approved by the organisation. While there is always scope for variation, you may have difficulties if you adopt a style which is out of keeping with the organisation as a whole – group members may feel uneasy and insecure.

LEADERSHIP STYLES

So – we have seen that the manager and supervisor must balance three types of functions: meeting TASK, GROUP, and INDIVIDUAL NEEDS. And we have seen that four principal factors will influence the choice of style: *the task, the group, time constraints*, and *organisational climate*.

Bearing these factors in mind, let us now look at the range of leadership styles which may be adopted. We can identify four main styles, as follows:

Autocratic leadership means that the leader makes all the decisions and instructs staff on how to undertake their jobs. Autocratic leaders are often thought of as being 'hard' or 'tough', but it is possible to be autocratic and still show concern for staff.

Persuasive leadership means the leader still makes all the decisions but, rather than merely imposing them on the workforce, prefers to try to sell them the idea.

Consultative leadership means that the leader consults with his or her staff before making most decisions. This is not done just for the sake of appearances; staff would soon see through this and the leader would be discredited. The truly consultative leader retains the right to make the final decision but will take account of the contributions of group members. In this way there is a better chance of gaining commitment to the final decision.

Democratic leadership means that staff are allowed to made decisions. The leader will generally define the limits and will retain the right of veto if the decision goes beyond these, but within the limits the leader will accept the decision reached by the group.

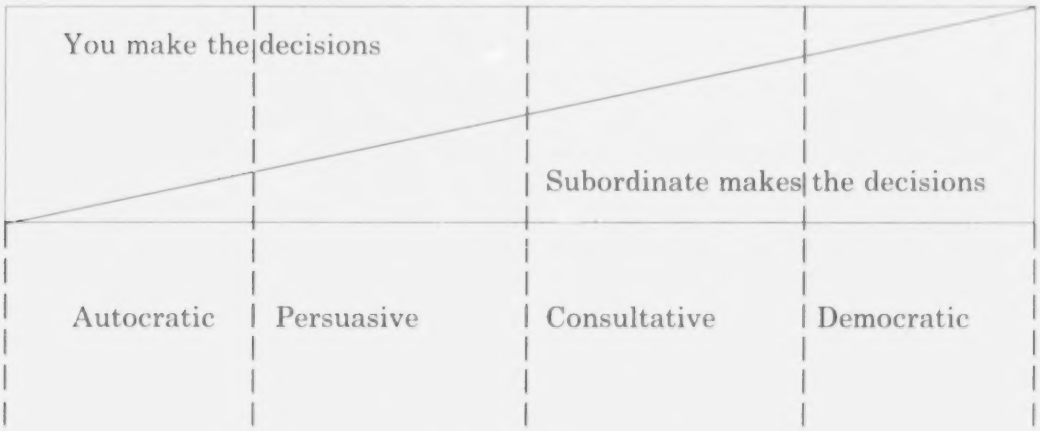
These four basic styles can be shown on a continuum, as below.

Autocratic	Persuasive	Consultative	Democratic
Tells	Sells	Consults	Involves

Now have another look at how you described your own style of leadership on page 72 and note which category it fits into.

Remember there is no 'best' style to suit all occasions. The ideal is flexibility, although each manager or supervisor will have a preferred style.

Another way of looking at the continuum is shown below.



It becomes clear that, anywhere between the two extremes, the decision-making is shared but the balance shifts from the manager to the group as you move from left to right. It can also be seen that these are not clear-cut categories, but phase smoothly from one into another.

Think back now to the first three sections in the booklet, concerned with motivations and group working. Briefly describe below how well you think these leadership styles would motivate individuals and groups. Which would tend to provide most, and least, job satisfaction?

AUTOCRATIC LEADERSHIP

PERSUASIVE LEADERSHIP

CONSULTATIVE LEADERSHIP

DEMOCRATIC LEADERSHIP

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Compare your answers with the comments below.

AUTOCRATIC

We have seen that this is sometimes necessary and effective, but as a leadership style it provides little satisfaction to either the group or the individual (although it may to the leader). It is low, for example, on opportunity for growth, recognition, sense of achievement. Where it is used appropriately, however, (for example, crises, emergencies) it may give a strong sense of security.

PERSUASIVE

It should be noted that the persuasive style is not much different essentially from the autocratic, except on the surface. The 'selling' approach tends to make it a bit more acceptable, but it is a sugaring of the pill. Apart perhaps from an increased sense of status, there is little difference in motivational effect.

CONSULTATIVE

At this stage the satisfiers begin to be maximised. There is an increase in recognition, sense of achievement, sense of personal growth, and also opportunity for the group to function as a group and to become cohesive.

DEMOCRATIC

A fully democratic style is rare, and if used inappropriately can cause problems. The group may not be able to cope and a high level of insecurity can arise, together with tensions within the group.

In summary, then, the *consultative/democratic* end of the scale offers the most in motivational terms, that is, in maximising satisfiers, and should be aimed for as an overall approach. But the style needs to be suited to the situation, and the most effective managers and supervisors are *flexible*.

Now have a look at some case studies and see how you get on in deciding the most appropriate leadership style for each situation.

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Read the following case study (adapted from People and the Hotel and Catering Industry*), then in the space below state what managerial style you think John Sims should adopt and (briefly) your reasons.*

Angela Hobkirk is the owner-manager of a small country hotel which has been owned and operated by her family for nearly 20 years. When her uncle retired five years ago, Angela took over the management having worked abroad for a number of years. Most of the staff have worked at the hotel for several years and staff turnover is very low. The hotel has always been fairly successful and Angela has recently re-invested the previous year's profits into the refurbishment of the restaurant and bars. She would like to follow this up with a new marketing campaign, a revitalisation of the hotel's reputation and an upgrading of the restaurant in the various good food guides. This will obviously necessitate some retraining of staff, devising new menus, improving existing skills, and so on.

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This is very clearly a case for a consultative approach. The staff are mainly long-serving and are likely to associate themselves readily with attempts to upgrade the hotel. Angela will stand a good chance of getting commitment if she involves staff in her decisions, and will also probably get a number of useful and practical suggestions. She could perhaps set up a number of small groups to consider aspects of the hotel's service – for instance, restaurant and menus.

As we have seen in most working situations it is not a question of adopting either a task/autocratic approach or a people/consultative approach, but a mixture of both. So supervisors and managers should not have a set leadership style, but try and be flexible in their approach, adapting to meet particular circumstances.

Identify a leadership style appropriate to each of the following situations (adapted from People and the Hotel and Catering Industry*). Write your answer in the space below each scenario.*

1. You are the catering manager of a unit which is being refurbished and a new kitchen is to be installed.

2. As chairperson of the staff social committee, you must decide how to redecorate the staff recreation room.

3. Imaging you are in charge of a restaurant and must determine next week's duty rotas.

4. In two weeks' time, you are holding a large residential conference, the eating, seating and sleeping arrangements have to be finalised.

5. An advertisement for the local newspaper has to be designed for the opening of your new wine bar.

6. The owners of the hotel you manage wish to reinvest some of their profits in the business. A decision has to be made on how best to extend the premises.

These are the styles of leadership that seem most appropriate for each situation.

1. *Consultative*. The staff are closely involved with the working environment and by involving them in the design of the new kitchen they are given a valuable opportunity to contribute. As it is the staff who will have to operate within the redesigned layout, they would also have some commitment to that design.

2. *Democratic*. There is a tendency for leaders who are elected democratically to apply a democratic leadership style. Furthermore, this situation provides the ideal opportunity for allowing staff to determine their own working environment.

3. *Consultative*. This style enables leaders to gather information about the needs of the staff and then relate these to the needs of the organisation. Leaders should, in effect, adopt a 'middle-of-the-road' position. However, this assumes that staff are aware and tolerant of the constraints placed upon leaders by the organisation. If they were intolerant and uncooperative, leaders would have to adopt a persuasive, or even an autocratic style (the point was made earlier that the group itself is one of the factors influencing your choice of style).

4. *Autocratic*. In this situation, the leader is so constrained by the needs of the customer, she or he is in effect not making a decision, but communicating the decisions made for her or him by the client. Tasks need to be completed in a particular way to meet with customers' requests and staff need not be consulted.

5. *Persuasive*. Advertising and for that matter public relations, are outside the expertise and concern of most staff. Therefore in this situation decisions will be made by the leader, sometimes on the basis of external advice. The decision reached will then need to be communicated persuasively to staff.

6. *Consultative*. Once again, although the leader will be capable of making a decision alone, benefits would almost certainly derive from consulting staff who are directly involved in the day-to-day operation of the business. The ideas they put forward may not always be adopted, but may form the basis of an overall assessment of the possibilities.

Read the following case study (adapted from People and the Hotel and Catering Industry*), then answer the questions at the end.*

St Joseph's is a 600-bed National Health Service hospital somewhere in the Midlands. There are around 60 full-time and 60 part-time catering staff, most of whom are members of a trade union. In overall charge of the department is Graham Leadom, the catering manager. Reporting to Leadom are two assistant managers, a kitchen superintendent, who reports directly to the manager, and two head chefs. The trade union members of staff are represented by a shop steward who is employed as one of the three storekeepers.

Graham Leadom has worked in the National Health Service since leaving catering college with a City and Guilds cookery qualification. Now 45, he was appointed as assistant catering manager at St Joseph's seven years ago, and was promoted to his present position just over six months ago.

Mick Williams is the kitchen superintendent. He is 26 years old and joined the hospital as a head cook two years ago. His promotion occurred at about the same time as Graham Leadom's. He also has City and Guilds cookery qualifications and is at present studying on a day release basis for the Professional Certificate of the Hotel, Catering and Institutional Management Association (HCIMA). Before getting married, his previous experience was in four-star hotels.

The shop steward is Martin Carey, who has held this position for the last five years. He is 52 years old, and joined the hospital six years ago when the engineering firm that he worked for made him redundant. Although his union branch has participated in national actions, there have never been any local disputes between union and management in the time he has been shop steward.

Scene: Graham Leadom's office, Tuesday 3 pm

Carey: *Excuse me Graham, have you got a minute?*

Leadom: *Of course, Martin, but I've got an appointment with the chief nursing officer in five minutes. What's up?*

Carey: *Well it's a bit difficult really, Graham. But it's about Mick Williams. Some of my members have been getting a bit upset. Well, very upset really.*

Leadom: *Oh, that's not so good. What's Mick done to upset them this time?*

Carey: *Well, you know the new menu cycle we started yesterday? It seems that Mick's been telling the cooks not to follow the standard recipe, but to do it his way. When they did this yesterday, it definitely did not turn out as nice as it generally does, and they damn near held up the conveyor 'cause it took so much longer to do. In fact, a couple of the lads missed their tea-break trying to follow his instructions. Then he had the cheek to have a go at them because they took so long over it. It's all very well him coming up here with his fancy qualifications, but my lads are only cooks, not chefs in some posh hotel. He'll have them doing crêpes suzette next.*

Leadom: *Oh dear, this sounds serious! Which particular menu items were altered?*

Carey: *I don't know exactly, but does that really matter? You can't go mucking around with standard recipes, just like that, otherwise why do we have them? Besides which you have a meeting with the cooks every six weeks to discuss the menu and the dishes on them. What's the point of having meetings to decide things, if someone comes along and changes it all?*

Leadom: *Yes, I agree, Martin. I'll certainly have to have a word with him. As it happens, I'm seeing him tomorrow morning anyway, and I can discuss it with him then. I'm sure we can get things sorted out, but I must go and see the CNO now. I'll come and see you tomorrow to let you know what's going on.*

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Scene: Graham Leadom's office, the following day, Wednesday 10.00 am

Leadom: *Before you go, Mick, there is something I'd like to discuss with you. Martin came to see me yesterday with a complaint that you've changed some of the standard recipes.*

Williams: *What's it got to do with him? He wouldn't know a standard recipe if he saw one. I don't know why you put up with these union people, Graham. He's only the ruddy storekeeper, how would he know if a recipe is different or not?*

Leadom: *Well, some of the cooks went to see him. You can't keep putting their backs up.*

Williams: *Look, we've been through this before. If you want me to run this kitchen properly, I've got to do it my way. If some of the cooks don't like the way I do things then they can always leave. But most of them know that I'm good at my job and they respect me for it. Those that want to learn have learnt a hell of a lot from me about how to do things right since I've been here. And I've made sure we've kept within the budget, which is more than my predecessor could.*

Leadom: *I know you're a good chef, Mick, but there's more than that needed to be a good supervisor. You've got to take the feelings of the staff into account before you do anything. They've got to know what's going on.*

Williams: *They know what's going on all right, because I tell them. Look, are you telling me I can't change a standard recipe without checking with you first?*

Leadom: *No, I'm not saying that – although I would like to be consulted. But it's the way you go about things. Some of those cooks yesterday didn't even get a break, and it's over that sort of thing that the union could get very funny.*

Williams: *Alright, Mr Leadom, I'll make sure they get their breaks, if they put the work in, and we can discuss the question of standard recipes at the next catering meeting on Friday, if that's all right with you?*

Leadom: *Very good, Mick. But I hope you'll remember what I said.*

Use the space below each question to write your answer.

1. Identify the leadership styles of the two principal characters, in each case outlining the reasons for your choice:

(a) Graham Leadom, the catering manager

(b) Mick Williams, the kitchen superintendent

2. If you were the catering manager which style of leadership would you adopt to deal with:

(a) Martin Carey, the shop steward

(b) Mick Williams, the kitchen superintendent

(c) The aggrieved members of staff

1(a) Graham Leadom – his leadership style is *consultative*. As a result of the complaint from the shop steward he decides he will 'discuss' the matter with the kitchen superintendent and then 'let you know what's going on'. When he sees the kitchen superintendent he allows him to have a full say before putting the point of view of the shop steward.

1(b) Mick Williams – his leadership style is *autocratic*. This is reflected in how he sees his role: 'If you want me to run this kitchen properly, I've got to do it my way. If some of the cooks don't like the way I do things then they can always leave'.

2 The following approaches could be adopted to suit the individuals concerned:

(a) Martin Carey, the shop steward – *consultative*. It is important that the manager arrives at a correct solution as far as the union is concerned and it is important that the solution is acceptable.

(b) Mick Williams, the kitchen superintendent – *persuasive*. Again the manager must be seen to make the correct decision but it may not be so important that it is immediately acceptable. It is clear from the conversations that Mick Williams likes to do things his way, so it is important that the manager counteracts by persuading him to his view. Indeed that is the style Leadom adopts when he meets Mick Williams, who seems to respond positively.

(c) The aggrieved members of staff – *consultative/persuasive*. The manager first needs to consult them about their problems and hear their side of the story. As a result of this he will come to a decision and he must then persuade staff of its fairness.

This completes this unit, the third in the *Supervisory Management* module. Some of the ways in which the principles these units have covered apply to different sectors of the industry are dealt with in:

- *The Accommodation Operation*
- *People in Pubs*
- *Staff Retention*
- *The Leisure Operation*.

For more details ask your nearest HCTC regional office for a copy of the *Training Support* catalogue.